**JCPS Bellarmine Literacy Project**

**Year 2 Coursework Assessment**

**Diagnostic Reading Case Study**

The overarching goal of the Diagnostic Reading Case Study (DRCS) is for each teacher to learn how to createa systematic process that ensures every child receives the additional time and support needed to learn at high levels. This process is supported by theoretical and pedagogical knowledge.

The DRCS requires each teacher to implement the ***Multi-Tiered System of Support (MTSS): Response to Intervention for Reading Instruction*** for one child in your classroom over the course of the school year.

This course assessment consist of 2 parts:

A. Implementation Steps

B. Written Report

**Part A: Implementation Steps over 2 Semesters**

**Step 1: Assessment in the MTSS – Universal Screener** (3x during the year)

a. Grades 1 and above Administer the Universal Screeners

1. TOWRE
2. CCSS Fluency Passages
3. DSA

b. Kindergarten

1. Brigance

2. Hearing and Recording Sounds

3. Letter ID

4. PAT

**Step 2: Assessment in the MTSS – Diagnostic Assessment**

1. Comprehensive Test of Phonological Processing (CTOPP2) (All grades)
2. Grey Oral Reading Test -2 (GORT -2) (K will not administer)

**Step 3: Develop an Intervention Plan for an Identified Learner and Implement the Plan over the course of the Spring Semester**

a.Analyze the data from the Universal Screeners and Diagnostic Assessments

b. Based on the data, determine ***at least one*** targeted area of concern in reading (you may choose up to 2 target areas of concern).

c. Identify one Intervention for each targeted area of concern in reading.

d. Develop a six week plan for implementation of the Interventions. ***Implementation should be begin no later than the week of Feb. 20th in order to meet the deadline for completed work.*** Complete the Six Week Reading Intervention Plan for Tier 2 Instruction Sheet.

e. Identify the assessment tool for Progress Monitoring.

**Step 4: Progress Monitoring and Data Analysis**

1. Complete ***Reading Intervention Tracking Sheets*** for Weeks 1 and 2; Weeks 3 and 4; and Weeks 5 and 6
2. Administer the Progressing Monitoring Tool ***every 2 weeks*** to determine student progress and if any adjustments need to be made to the Intervention Plan.

**\***Steps 3 and 4 will be implemented simultaneously over the course of the second semester.

**\*\***Each implementation step will be discussed further in class.

**Part B: Written Report the Case Study**

***The following components will be due Session 14 of OPED 663 (First Semester):***

**Title Page:**

You should have a title page that says: **“Diagnostic Reading Case Study, Part 1”** followed by your name, instructor’s name, Bellarmine Literacy Project, Year 2, and due date.

**Literature Review: DUE: OPED 663**

The ***second section*** should be titled ***Literature Review*** and should be a discussion of reading theory and pedagogy applicable to the type of reader you have chosen to assess and the foundational skills that s/he is lacking and therefore causing academic difficulty in literacy. The discussion in your literature review will revolve around the acquisition of phonemic awareness, phonics skills, early fluency, and/or comprehension development. There is an entire literature base that deals with these subjects under the umbrella of early literacy.

**Background: DUE: OPED 663**

Give this second section a heading called ***Background***. When writing about the child, use only their first name. Explain their age, grade, school, siblings, with whom does the child live? Describe the child in terms of their personality, what kinds of things they are interested in. Describe the child’s previous academic experience to date. Include items such as grades (poor, average, excellent) and any previous academic trouble (reading, math).

**Students must use APA guidelines for text citations and references.** Sound grammatical writing is expected**!**

**Written report requirements** – Doubled-spaced, 12-pt font, Times New Roman, and 1 in margins

***The following components will be due Session 14 of OPED 645 (Second Semester):***

**Title Page:**

You should have a title page that says: **“Diagnostic Reading Case Study, Part 2”** followed by your name, instructor’s name, Bellarmine Literacy Project Year 2, class section number and due date.

**Assessment in the MTSS: DUE: OPED 645**

This section should be titled ***Assessment in the MTSS*** and will be a narrative ***description*** of your assessments instruments used for Universal Screening, Diagnostic Assessment, and Progress Monitoring. As you are writing this section, refer to class PPTs and discussions.

Submit the following for this component of the DRCS:

* A 2-page maximum narrative that includes the following information:
  + The purpose of Universal Screeners, Diagnostic Assessments, and Progress Monitoring Tools.
  + The process/time line for implementation of the assessments framed within RTI/MTSS.
  + List of the Universal Screeners
  + Narrative description of each Diagnostic Assessment and Progress Monitoring tool that includes the purpose of the assessment and brief description of how it is administered. Remember, the author of each assessment must be cited and listed in the reference section of the paper.

**Results and Analysis: DUE: OPED 645**

This section should be titled ***Results*** and in this section you should discuss how the child performed on the assessments during **the assessment period**. The reporting of results is somewhat “cut and dry” as you simply report the scores the child made for each assessment using the table provided. \*\***Please report data results from each assessment period for the Universal Screeners (See DRCS Assessment Reporting Tables)\*\*** Demonstrated growth over time will be submitted at the end of the year.

Submit the following for this component of DRCS:

* DRCS Assessment Reporting Tables
* In narrative format, describe the student’s performance in reading based on the test scores. (Refer to the narratives from class work.) Suggestions would be to identify the student’s “relative” reading strengths and weaknesses – what they do relatively well and what is more of a challenge for the student. Other suggestions are to address: how are the various reading subtests connected, do they tell a story about the student’s reading ability. For example, if the student is poor on PDE and SWE, then GORT rate, accuracy, and accumaticity may reflect labored decoding. (1 page minimum)

**Intervention and Progress Monitoring Plan: DUE: OPED 645**

This section should be titled ***Intervention Plan***. In this section you will link the results from the analysis section to instructional needs of the child. Discuss the child in terms of their capability on these assessments. For example, if results suggest that the child is disfluent with text then instructional strategies for increasing oral reading fluency should be discussed. On the other hand, the child may be performing adequately and perhaps they need to be challenged. This plan will describe the course action taken over the year.

Submit the following for this component of DRCS:

* 1-paragraph explanation linking the data results to the intervention plan
* Six Week Reading Intervention Plan for Tier 2 Instruction Sheet
* Tracking Sheet for Weeks 1 and 2, Weeks 3 and 4, and Weeks 5 and 6
* Student artifacts: one for each 2 week period representing instruction (3 artifacts in total) and the progress monitoring tool for each 2 week period.

**Reflection: DUE: OPED 645**

The final section, ***Reflection*,** will be an essay connecting Valli’s forms of reflection.

* Reflect on the following:
* ***Technical Reflection***
  + - What are your strengths and areas of growth for administering and analyzing the assessments for Universal Screening, Diagnostics, and Progressing Monitoring within the MTSS/RTI framework? State one thing you will do differently next time.
  + What are you strengths and areas of growth with regards to the implementation of MTSS/RTI? State one thing you will do differently.
* ***Reflection –in and –on Action***
  + How did you adjust the Intervention plan for student learning during the implementation in response to the students' learning behavior and progress as demonstrated on the Progress Monitoring tool?
* ***Personalistic Reflection***
  + How have you grown as an educator as a result of the learning process involved in the Diagnostic Reading Case Study? How has your relationships with your students changed as a result of going through this learning process?

**Written report requirements** – Doubled-spaced, 12-pt font, Times New Roman, and 1 in margins

**Diagnostic Reading Case Study Rubric for OPED 663**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  10 points | **Proficient**  9-7 points | **Apprentice**  6-4 points | **Novice**  3-0 points |
| Pertinent Background Information | Extensive background knowledge is used to specifically elaborate on student’s strengths and areas of need. | Adequate background knowledge is used to specifically elaborate on student’s strengths and areas of need. | Minimal background knowledge is used to specifically elaborate on student’s strengths and areas of need. | Little or no background knowledge is used to specifically elaborate on student’s strengths and areas of need. |

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| --- | --- | --- | --- | --- |
|  | **Distinguished**  20-15 points | **Proficient**  14-10 points | **Apprentice**  9-6 points | **Novice**  5-0 points |
| Review of the Literature | Connections to the literacy research and theory are correct, specific, and thorough. | Connections to the literacy research and theory are clear and sufficient. | Connections to the literacy research and theory are minimal and insufficient. | Connections to the literacy research and theory are nonexistent and/or incorrect. |

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| --- | --- | --- | --- | --- |
|  | **Distinguished**  10 points | **Proficient**  9-7 points | **Apprentice**  6-4 points | **Novice**  3-0 points |
| Written Communication | Logical organization and use of standard conventions in spelling, usage, grammar, and sentence structure. | Few lapses in logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure. | Several errors in use of standard conventions in spelling, usage, grammar, and sentence structure. | Numerous errors in use of standard conventions in spelling, usage, grammar, and sentence structure. |

**Total points = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Diagnostic Reading Case Study Part 2 Rubric**

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| --- | --- | --- | --- | --- |
|  | **Distinguished** 12 points | **Proficient** 11-8 points | **Apprentice** 7-4 points | **Novice** 3-0 points |
| Assessment in the MTSS/RTI System | Explanation of the assessment(s) thoroughly answers the required questions and demonstrates understanding of the use of assessment in the MTSS/RTI System. | Explanation of the assessment(s) answers the required questions but is missing a few key essential understandings. | Explanation of the assessment(s) answers the required questions but is missing many key essential understandings. | Explanation of the assessment(s) only includes one answer or does not answer the following questions at all. |
|  | **Distinguished** 13 points | **Proficient** 12-9 points | **Apprentice** 8-5 points | **Novice** 4-0 points |
| Results and Data Analysis | Submission of thoroughly completed Assessment Report Tables.  Analysis thoroughly addressed the required information and demonstrates a clear link between student performance and the test results. | Submission of Assessment Report Table but it is missing a few scores.  Analysis addressed the required information but is missing a few key essential understandings. | Submission of Assessment Report Tables but does not display scores.  Analysis addressed the required information but is missing many key understandings **or** does not address the required information. | Assessment Report Tables are not submitted.  Analysis answers 0-1 of the required questions. |
|  | **Distinguished** 15 points | **Proficient** 14-10 points | **Apprentice** 9-6 points | **Novice** 5-0 points |
| Intervention and Progress Monitoring | Submission of thoroughly completed Six Week Intervention Plan, Tracking Sheets for all Weeks, and student artifacts. Explanation thoroughly links data results to the intervention plan. | Submission of adequately completed Six Week Intervention Plan, Tracking Sheets for all Weeks, and student artifacts. Explanation links data results to the intervention plan but is missing a few key essential understandings. | Submission of an incomplete Six Week Intervention Plan, Tracking Sheets for all Weeks, and student artifacts **or** missing 1-2 of the required documents. Explanation links data results to the intervention plan but is missing a few key essential understandings **or** does not link the data results to the intervention plan. | Required documents are not submitted.  Explanation does not link data results to the intervention plan. |
|  | **Distinguished** 5 points | **Proficient** 4-3 points | **Apprentice** 2-1 points | **Novice** 0 points |
| Reflection | Reflection is thoughtful, detailed, clear, and responds to the required types of reflection. | Reflection demonstrates of 2 of the 3 characteristics of thoughtfulness, depth, and clarity.  Reflection includes 2 of the 3 types of reflection. | Reflection demonstrates of 1 of the 3 characteristics of thoughtfulness, depth, and clarity.  Reflection includes 1 of the 3 types of reflection. | Reflection lacks thoughtfulness, depth and clarity.  None of the types of reflections were included. |
| Written Communication | Logical organization and use of standard conventions in spelling, usage, grammar, and sentence structure. | Few lapses in logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure. | Several errors in use of standard conventions in spelling, usage, grammar, and sentence structure. | Numerous errors in use of standard conventions in spelling, usage, grammar, and sentence structure. |

**Total points earned = \_\_\_\_\_\_\_\_\_\_/50 Comments**